

DIFFERENTIATED INSTRUCTION CLASSROOM OBSERVATION FORM

School: _____ Grade: _____ Subject: _____ Period/Time: _____

Teacher: _____ Date: ____/____/____ Observer: _____

I. CONTEXT/GOAL SETTING	Strong	Some	None
1) Established clear learning goals (knowledge, understanding, skills).			
2) Linked new subject matter to prior learning and/or experience .			
3) Most students appear aware of and understand the learning goals.			
4) Provided rubrics or other guides to focus students on goals.			
5) Closed the class with a focus on goals/meaning of lesson.			
Comments:			

II. STUDENT ASSESSMENT	Strong	Some	None
1) Implemented & used results of pre-assessment to adjust the lesson.			
2) Implemented assessment during lesson to gauge understanding.			
3) Attended to student questions/comments during lesson.			
4) Implemented assessment at end of lesson to gauge student learning.			
Comments:			

III. ATTENTION TO INDIVIDUALS/BUILDING COMMUNITY	Strong	Some	None
1) Talked with students as they entered/exited class.			
2) Connected with individual students during class.			
3) Helped develop awareness of one another's strengths/contributions .			
4) Involved whole class in sharing/planning/evaluating .			
Comments:			

IV. INSTRUCTIONAL PRACTICES AND CLASSROOM ROUTINES	Strong	Some	None
1) Varied student groupings : individual; pairs; small groups.			
2) Used multiple modes of instruction , with emphasis on active learning.			
3) Made flexible use of classroom space, time, materials.			
4) Communicated clear directions for multiple tasks.			
5) Provided effective rules/routines that supported individual needs.			
6) Displayed effective classroom leadership/management .			
Comments:			

V. POSITIVE, SUPPORTIVE LEARNING ENVIRONMENT	Strong	Some	None
1) Demonstrated respectful behavior toward students.			
2) Demonstrated sensitivity to different cultures/ethnicities.			
3) Acknowledged/celebrated student strengths/successes .			
4) Active participation by a broad range of students.			
5) Students comfortable asking questions/requesting assistance.			
6) Emphasis on competition against self , not other students.			
Comments:			

VI. QUALITY CURRICULUM	Strong	Some	None
1) Lesson targeted one or more State learning standards .			
2) Lesson focused on important ideas , issues, or problems.			
3) Tasks emphasized thought/meaning vs. drill & practice .			
Comments:			

VII. PREPARATION FOR & RESPONSE TO LEARNER NEEDS	Strong	Some	None
1) Showed proactive preparation for a variety of student needs.			
2) Attended appropriately to students who struggle with learning (LD; ELL; reading; etc.).			
3) Attended appropriately to students with physical/behavioral challenges .			
4) Attended appropriately to advanced students.			
Comments:			

VIII. EVIDENCE OF DIFFERENTIATION	Strong	Some	None
1) Content: e.g. materials of varied readability and/or interest; multiple ways to access ideas/information; etc.			
2) Process: e.g., tiering; contracts; compacting; readiness-based small-group instruction; different homework; choices about how to work (alone, pair, small group); tasks in multiple modes; variety of scaffolding; etc..			
3) Products: e.g., product assignments with multiple modes of expression; with choices about how to work (alone, pairs, small group); opportunity to connect learning with individual interests; variety of assessment tasks; variety of scaffolding; etc.			
Comments (example of differentiation based on readiness, interest, & learning profile):			

1a. Did the lesson meet the needs of learners at **all achievement levels**? (✓ one only)

☐ (1) Yes ☐ (2) No

1b. If No, toward what **type/s of student** did the lesson seem geared? (✓ all that apply)

☐ (1) Below basic ☐ (2) Basic ☐ (3) Proficient ☐ (4) Advanced

Examples:

1.15.06/Classroom Observation Form-DI—Used with permission

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